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## ABSTRACT

The authors advocate the use of a pupil typology in which the variables of sex, race, family status, and I.Q. range are combined to form a pupil classification system. This systematic arrangement of data when combined with change in pupil performance, allows the creation of local norms. A scheme for comparing the change in pupil performance among the various schools involved in remedial reading and remedial math programs is demonstrated: also the comparison of the performance among the various schools involved in the programs is shown. The comparison of the performance changes in similar types of students is illustrated with a ranking procedure according to results obtained. Although this system of analyzing the output of various remedial programs is more revealing than gross comparisons, sole reliance upon this procedure for purposes of program accountability is not advocated. Measurement of student performance as analyzed by the proposed method, over a period of at least three years, should produce useful information upon which decisions for change can be made. (Author/RC)

## UTILIZING A PUPIL TYPOLOGY

## TO EVALUATE CHANGE

N

## REMEDIAL READING AND REMEDIAL MATH PROGRAMS

N

TITLE I SCHOOLS

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December, 1975

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## Abstract

The authors advocate the use of a pupil typology in which the variables of sex, race, family status, and I.Q. range are combined to form a pupil classification system. This systematic arrangement of data when combined with change in pupil performance, allows the creation of local norms.

A scheme for comparing the change in pupil performance among the various schools involved in remedial reading and remedial programs is demonstrated. The comparison of the performance among the various schools involved in remedial reading and remedial programs is demonstrated. The comparison of the performance changes in similar types of students is illustrated with a ranking procedure according to results obtained.

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Measurement of student performance as analyzed by the proposed method, over a period of at least three years, should produce useful information upon which decisions for change can be made.



## Table of Contents

Page	
ationale	
The Pupil Typology Described	
nalysis of Pupil Performance Changes	
malysis of Pupil Performance Changes	
Saution in the Interpretation of	
deferences	
ppendix 1	
ppendix 2	



## RATIONALE

Evaluating change in the performance of students in any remedial program is not a difficult task. However, if one wishes to determine the effectiveness of various remedial programs within the same school system, using pupil performance as a measure, the task presents several difficulties.

One of the first problems to be overcome, is that of equating the programs to be compared. Assuming the time each program spends with students is fairly equal, one must determine if the comparison is among similar types of students.

It could be assumed that all students in Title I schools in remedial programs are similar. but such is not the case. Changes in performance vary according to sex, race, and I.Q. Another important pupil variable in equating groups is father absence. (See Sutton-Smith (1968), Biller (1971), Sciara (1974), and Sciara (1975.)

In order to facilitate the ordering of data for analytical purposes, a pupil typology can be constructed and used for easy interpretation.

## The Pupil Typology Described

A pupil typology designed by the authors and utilized in the evaluation of Title I remedial reading and remedial math programs in a large, midwestern, metropolitan school system is shown for purposes of illustration.

Factors of sex (2), X I.Q. range (4), yield a 32 pupil classification scheme. This is shown on the next page.



	SEI	RACE	FAMILY STATUS	10	RANGE
1.	<b>Female</b>	white	female head of household	IQ	<84
2.	<b>Female</b>	white	male head of household	IQ	< 84
3.	<b>Female</b>	non-white	female head of household	IQ	<84
4.	<b>Female</b>	non-white	male head of household	IQ	<84
5.	Male	white	female head of household	IQ	<b>&lt;84</b>
6.	Male	white	male head of household	IQ	<84
7.	Male	non-white	female head of household	IQ	<b>584</b>
8.	Male	non-white	male head of household	IQ	<84
9.	<b>Female</b>	white	female head of household	IQ	84-100
10.	<b>Female</b>	white	male head of household	IQ	84-100
11.	<b>Female</b>	non-white	female head of household	IQ	84-100
12.	<b>Female</b>	non-white	male head of household	IQ	84-100
13.	Male	white	female head of household	IQ	84-100
14.	Male	white	male head of household	IQ	84-100
15.	Male	non-white	female head of household	IQ	84-100
16.	Male	non-white	male head of household	IQ	84-100
17.	<b>Female</b>	white	female head of household	IQ	101-110
18.	Female	white	male head of household	IQ	101-110
19.	Pemale.	non-white	female head of household	IQ	101-110
20.	Female	non-white	male head of household	IQ	101-110
21.	Male	white	female head of household	IQ	101-110
22.	Male	white	male head of household	IQ	101-110
23.	Male	non-white	female head of household	IQ	101-110
24.	Male	non-white	male head of household	IQ	101-110
25.	Female	white	female head of household	IQ	>110
26.	<b>Female</b>	white	male head of household	IQ	>110
27.	Female	non-white	female head of household	IQ	>110
28.	Female	non-white	male head of household	IQ	>110
29.	Male	white	female head of household	IQ	>110
<b>30.</b>	Male	white	male head of household	IQ	>110
31.	Male	non-white	female head of household	IQ	>110
<b>32.</b>	Male	non-white	male head of household	IQ	<b>&gt;11</b> 0

It should be noted that the I.Q. ranges are arbitrary designations for ordering the data.

Pupil absenteeism, teacher experience, and conditions under which teaching procedes, could be other variables to consider. In the study reported, there were no gross differences in any of these factors, so they were not given further consideration.

## Analysis of Pupil Performance Changes in a Remedial Math Program

Although the use of gain scores presents limitations, it is the



kind of information that public school personnel wish to have reported. The subscores of the math test of the Metropolitan Achievement Test (MAT) in a pre-test/ post test pattern were used in the analysis of the remedial math program in 13 different schools. A total of 463 students had complete both test scores which could be utilized. These students were in grades 4, 5, and 6.

A gross assessment of the student gain scores by grade and by the various math subtests is shown in Table 1.

TABLE 1

GAIN SCORES\* OF STUDENTS IN THE REMEDIAL

MATH PROGRAM IN THIRTEEN

TITLE I SCHOOLS

		COMPU	TATION	CONCI	EPTS	PROBLEM Mean	SOLVING	TOTAL Mean	MATH
Grade	N_	Gain	S.D.	Gain	S.D.	Gain	S.D.	Gain	S.D.
4	175	1.08	.88	•77	•75	•77 •84	.81	.91	•57
5	167	1.24	•97		1.02		•95	1.03	.70 .88
6	121	.61	1.13	.51	1.09	•29	1.01	.48	•88
Averag	<b>(*</b>	•97		-74		.63		.80	

All scores are stated as grade equivalent scores.

From Table 1, it is evident that the best gain scores in computation are in the fifth grade, followed closely by the fourth grade. The sixth grade mean gain in computation is approximately half of that of the fifth grade. The same general pattern holds throughout the other subtests, including the total math.

The main concentration of the remedial math program efforts has been in the area of computation. Mean gain for remedial math students in grades 4, 5, and 6, in the area of computation averages almost 10 months.



Although the average performance gain of all the students involved in the remedial math program has been shown, it fails to pinpoint strengths or weaknesses in component schools in which these programs operated. Deeper analysis of the test results and the relative performance of the various schools involved, is possible through the employment of the thirty-two pupil classification system previously described. The pupil typology allows a cross comparison of the output of similar type students among schools having pupils of the type described. Bias which might appear if one were to compare gross average scores is minimized.

Utilization of the pupil typology is not foolproof. It is especially vulnerable in those pupil categories which have only a few students. Despite these limitations, it does afford a comparison of results of the remedial math program among the various schools.

An average (or mean) score for each category in which there is one or more pupils, is generated by the computer from scores of all pupils in a particular category from all the sc bols in the sample. In this way local performance norms are derived. These norms serve as a useful yardstick for comparing the gain scores of different pupil types from all the schools included in the remedial math program.

Mean gain scores in four areas (computation, math concepts, problem solving, and total math) were plotted by grade, pupil type and individual school. These can be found in Appendix 1.

From these data, a horizontal comparison of mean gain scores by school according to pupil type could be compared with the local gain norm derived from the scores of all the pupils in that particular catagory. A tally was then made of the number of times each school equalled or exceeded the local gain norm for the pupil types who were



in the remedial math program. From this, a fractional performance ratio was computed. If a school had ll different pupil types in fourth grade and equalled or exceeded the local gain norms seven times, then the resulting fractional performance ratio was 7/11. Ratios for all schools in the remedial math program by grade and by subtest can be found in Table 2.

TABLE 2

PRACTIONAL PERFORMANCE RATIOS BY GRADE AND BY SCHOOL WHICH EQUALLED OR EXCEEDED THE LOCAL GAIN NORMS ACCORDING TO STUDENT TYPE IN REMEDIAL MATH

							SCH	OOLS					
	2	8	14	22	26	27	38	41	42	63	74	87	112
4th grade						-			_				
Computation	7/11	4/5	6/6	4/10	5/6	2/4	1/7	3/8	4/5	3/5	5/7	5/12	2/11
Concepts	6/11	2/5	2/6	3/10	6/6	1/4	3/7	3/8	1/5	3/5	3/7	4/12	7/11
Problem							•	·	-	-	•	·	•
Solving	10/11	1/5	3/6	3/10	2/6	0/4	5/7	8/8	2/5	2/5	3/7	7/12	3/13
Total Math	9/11	2/5	4/6	3/10	5/6	1/4	1/7	4/8	2/5	3/5	6/7	7/12	6/1
5th grade													
Computation	5/9	2/8	2/4	4/7	2/7	4/7	7/9	5/6	3/8	4/5	7/9	2/5	7/13
Concepts	7/9	5/8	3/4	2/7	2/7	2/7	4/9	2/6	6/8	4/5	7/9	1/5	7/1
Problem	- •			•			-• -		-, -	-, -	., -	_, _	.,
Solving	6/9	3/8	3/4	1/7	1/7	3/7	7/9	3/6	4/8	3/5	5/9	2/5	8/13
Total Math	8/9	2/8	2/4	2/7	1/7	2/7	8/9	4/6	4/8	4/5	5/9	2/5	8/1
6th grade													
Computation	5/6	4/6	3/5	0/5	2/6	4/8	3/7	1/2	1/5	5/5	6/8	2/2	3/1
Concepts	6/6	3/6	4/5	1/5	3/6	2/8	3/7	1/2	2/5	4/5	6/8	1/2	3/1
Problem	-, -	-, -	-, -	_, -	-, -	_, _	-, .	-/ -	-, -	/ -	-, 0	-/ -	-/ -
Solving	4/6	5/6	3/5	3/5	4/6	3/8	4/7	1/2	2/5	4/5	7/8	0/2	1/1
Total Math	5/6	3/6	3/5	0/5	4/6	3/8	3/7	1/2	1/5	5/5	7/8	2/2	2/1

Fractional ratios were converted to percentages to make the data more workable. A mean percentage from all of the gain scores by grade in each subtest was computed. The average for all schools served as a standard against which the other scores could be compared. The number of times a school equalled or exceeded the local gain norm (or average of all the schools) is counted and written in fractional form which is then converted to a percentage. This process is shown in Table 3.



TABLE 3

PERCENTAGE OF MEAN SCORES BY WHICH SCHOOLS EQUALLED OR EXCEEDED THE LOCAL GAIN NORMS IN REMEDIAL MATH

							SCH	OOLS						
	All	2	8	14	22	26	27	38	41	42	63	74	87	112
4th grade		63*	80*	100*		83*					*	*		
Computation	56				40		50	14	37	80	60	71 <sup>**</sup>	41	18 63*
Concepts	44	54*	40	33	30	100*	25	42	37	20	60 <b>*</b>	42	33	63"
Problem		90		50 <b>*</b>	20		_	*	100*				50 <b>*</b>	
Solving	46	90*	20	50	30	33	0			40	40 60*	42	58	27 <sub>*</sub>
Total Math	52	81"	40	66*	30	83*	25	14	50	40	60	85*	58*	54
5th grade					_		_						•	
Computation	56	55	25	50	57*	28	57*	77*	83*	37	80*	77 <b>*</b> 77 <b>*</b>	40	63*
Concepts	53	77*	62*	75*	28	28	28	44	33	75*	80*	77*	20	63*
Problem														
Solving	52	66*	37	75*	28	28	42	77*	50.	50	60 <b>*</b>	55*	40	72* 72*
Total Math	52	88*	25	50	28	14	28	88*	66*	50	80*	55*	40	72*
6th grade											_		_	
Computation	52	83*	66*	60*	0	33	50	42	50	20	100*	75*	100*	30
Concepts	53	100*	50	80*	20	50	25	42	50	40	80*	75*	50	30
Problem		_		_	_	_		_				_		
<b>Solvi</b> ng	48	66*	83*	60*	60*	66*	37	57*	50	40	80*	87*	0	10
Total Math	55	83*	50	60*	0	66*	37	42	50	20	100*	87*	100*	20
Frequency		11/12	4/12	9/12	2/12	5/12	1,'12	5/12	3/12	2/1	2. 11/1	2 10/	/12 4/12	6/12
Percentage		91%	33%	74%	16%	41%	8%	41%	25%	16%	91%	83%	6 33%	50%

 $<sup>^*</sup>$ Equalled or exceeded local gain norm.

These percentages become more meaningful when placed in rank order. This is shown in Table 4.

TABLE 4

EFFECTIVENESS PERCENTAGES BY RANK ORDER
REMEDIAL MATH PROGRAM

School	Percentage	Rank,
2 and 63	91,5	1
74	83%	2
74 14	91% 83% 74% 50% 41% 33% 25%	3 5 6 7 8
112	50%	Ä.
26 and 38	41%	5
26 and 38 8 and 87	33%	6
41	25%	7
22 and 42	16%	8
27	16% 8%	. 9
Mean 46%		



The greatest gains in the remedial math program by pupil types and utilizing the local gain norms created by data from all the schools, are at Schools #2 and #63. The least effective pupil outcomes (gain scores) in the remedial math program were at School #27.

## Analysis of Pupil Performance Changes in a Remedial Reading Program

Remedial reading programs were held in fourteen different schools.

The complete test scores from 603 children were available for evaluation.

These test scores were the results of the comparison of pre-test/post test results of the reading test of the Metropolitan Achievement Test.

In the report furnished by the Title I reading supervisor, gains were made on the basis of 1 month gain on the achievement test for each month of instruction in the remedial reading program for 343 (or 57%) of the 603 total children served. A complete listing of the numbers in each grade meeting this criteria is given in Table 5.

TABLE 5

A BREAKDOWN OF THE 343 STUDENTS WHO
GAINED A .1 GAIN FOR EACH MONTH
OF INSTRUCTION IN THE
REMEDIAL READING PROGRAM

Grade _	Students Showing .1 Gain per Month	Percent	Total Students
2	27	64%	42
3	86	67%	128
4	86 <b>61</b>		118
5	107	50%	214
6	62	51\$ 50\$ 61\$	101
Totals	343		603

It appears that the greatest gains were made at the third grade level.

Average gains by grade and by reading subtests were calculated and can be found in Table 6.

TABLE 6

MEAN GAINS IN REMEDIAL READING STUDENTS
ACCORDING 13 GRADE AND READING SUBSCORES

Grade	Word Knowledge	Reading	Total Reading
2	1.02	•74	.90
3	.92	•74 •89	.90 .90
4	.72		.71
5	<b>.6</b> 8	•70 •96	.81
6	.80	1.09	•93

All scores are stated as grade equivalent scores.

From this table it can be seen that the greatest average gains in word knowledge were in the second grade. The greatest average gains in the reading subtest were in grade six. Grade six also recorded the greatest average total score gain, closely followed by grades two and three.

Following the identical procedure mentioned in remedial math, the number of times each school equalled or exceeded the local gain norm in a pupil classification, a fraction. performance ratio was computed. The plotted gain scores by grade, pupil type, and individual school, as well as the average for all schools, can be found in Appendix 2. Fractional performance ratios can be found in Table 7.



TABLE 7

FRACTIONAL PERFORMANCE RATIOS BY GRADE AND BY SCHOOL WHICH EQUALLED OR EXCEEDED THE LOCAL NORMS ACCORDING TO STUDENT TYPE IN REMEDIAL READING

								SC	HOOLS					
-	2	4	14	22	27	41	42	45	47	63	74	87	112	114
<pre>grade 2 Word Knowledge Reading Total</pre>					I				S WERE UMBER I				ı	
<pre>grade 3 Word Knowledge Reading Total</pre>	5/7 2/7 4/7	7/8	1/1 1/1 1/1	TUDENTS	0/2 1/2 1/2	0/4	9/11 7/11 10/11	2/5	NO STUDENTS	4/5 3/5 3/5	NO STUDENTS	6/8 6/8 5/8	2/6 4/6 2/6	4/9 6/9 4/9
<pre>grade 4 Word Knowledge Reading Total</pre>	7/7 3/7 7/7		6/9 5/9 6/9	NO STUD	2/5 3/5 1/5	4/7 6/7 6/7	Ş.	2/5 2/5 1/5	7/7 3/7 4/7	0/3 1/3 1/3	α 4/11 5/11 5/11	4/6	6/12 6/12 4/12	1/3
<u>grade 5</u> Word Knowledge Reading Total		2/15 4/15 3/15	7/8 6/8 7/8	4/12	3/8 3/8	5/6 5/6 5/6	Students	2/7 1/7 1/7	9/13 9/13 10/13	1/5	6/7 2/7 4/7	3/4 3/4 3/4	4/9 5/9 4/9	4/5 4/5 3/5
<u>grade 6</u> Word Knowledge Reading Total	NO	STUDENTS	3/4 1/4 2/4	4/8 7/8 5/8	NO STUDENTS	NO STUDENTS	ON	4/8 4/8 4/8	11/11 8/11 10/11	3/7	1/7 2/7 1/7	NO STUDENTS	NO STUDENTS	5/8 5/8 4/8

The same fractional ratios were changed to percentages. A mean percentage for all the schools was figured in each subtest by grade. Comparison of the percentages which equalled or exceeded the mean percentage for all the schools enables one to derive a fractional ratio. The fractional ratio is then converted to percentage figure. This can be found in Table 8.

TABLE 8

PERCENTAGE OF MEAN SCORES BY WHICH SCHOOLS EQUALLED OR EXCEEDED THE LOCAL GAIN NORMS IN REMEDIAL READING

								SCHO	OLS							
	<u> </u>	. 2	4	14	22	2.	<u> </u>	41	42	45	4	7 6	3 74	4 87	11	2 114
grade 2 Word Knowledge Reading Total						DE TV SUFF1	O SCIE	CORES	WERE MBER	C FOI	OLLEC R ANA	CTED,	BUT S			
grade 3 Word Knowledge Reading Total	53 57 53	71* 28 57*	62 <b>*</b> 8 <b>7*</b> 50	100* 100* 100*	ENTS	0 50 50	25 0 25	6	3* 4	0	NO TUDENTS	80' 60'		75 <b>*</b> 75 <b>*</b> 62 <b>*</b>	66'	44 66* 44
<pre>grade 4 Word Knowledge Reading Total</pre>	47 51 47	100* 42 100*	12 62* 50*	66 <b>*</b> 55 <b>*</b> 66 <b>*</b>	NO STUDENTS	40 60* 20	57' 85' 85'	* #	4	0	100* 42 57*	33	36 45 45	66 <b>*</b> 66 <b>*</b> 66*	50* 50 <b>3</b> 3	0 33 0
<pre>grade 5 Word Knowledge Reading Total</pre>	58 52 53	77* 88* 100*	13 26 20	87 <b>*</b> 75 <b>*</b> 87 <b>*</b>	25 33 25	37 37 37	83 83 83	k k	1	8 4 4	69 <b>*</b> 69 <b>*</b> 76 <b>*</b>	60 <sup>4</sup> 20 20	85* 28 5 <b>7</b> *	75*	44 55*	80* 80* 60*
grade 6 Word Knowledge Reading Total	56 52 49	V NO STUDENTS	NO STUDENTS	75* 25 50	50 8 <b>7*</b> 62	STUDENTS	STUDENTS	NO STUDENTS	5 5 5	0	100 <b>*</b> 72* 90		14 28 14	NO STUDENTS	STUDENTS	62* 62* 50
Frequency Percentage		7/9 77%	4/9	10/12 83%	1/6 16%		6/9 66%	3/3 100%	0/1 0%		•	4/12 33%	2/9 22%	9/9 : 100% :	3/9	6/12 50%

<sup>\*</sup>Equalled or exceeded local gain norm.

From the percentages, a rank ordering can be made which allows comparative interpretation. This is seen in Table 9.



TABLE 9

REFECTIVENESS PERCENTAGES BY RANK ORDER
REMEDIAL READING PROGRAM

School	Percentage	Rank
87 and 42 14 47 and 2	100%	1
14	83%	2
47 and 2	100% 83% 77% 66% 50% 44% 33% 22% 16% 11%	34 56 78 9
41	66%	4
114	50%	5
114 4	44%	6
63 and 112	33%	7
63 and 112 74 22	225	8
22	16%	9
27	11%	10
27 45	0%	11
Mean 51%		

Ranking remedial reading programs in the various schools according to effectiveness percentages allows comparison and interpretation of results. In terms of program gains, schools #87 and #42 show the highest relative gains when compared to the efforts of the other Title I schools in which the remedial reading programs were held. The school showing the least relative gain, using the same comparison is School #45.

## Caution in the Interpretation of Effectiveness Ratios

Absolute inferences from the effectiveness ratios in the remedial math and remedial reading programs should be avoided. This caution is necessary because of the low numbers of students in certain pupil categories brings a weakness to this procedure.

The authors would not like to leave the impression that the effectiveness comparisons are of little value. A careful use of them



is recommended. If trends which are apparent one year, continue for another year or two, then a stronger position of interpretation could be justified.

Schools which rank at the top or the bottom of the effectiveness range should be carefully scrutinized. Why do some schools rank high and others low? Are there factors of teaching materials, teaching approach, teacher skill, parental support, or others which could account for these differences?

One must realize that the use of a ranking procedure and that of mean scores will, by its nature, distribute the schools in different positions. Some of the schools will be at the top and some at the bottom. The critical factor is how close or far away a particular school is to the mean or average. If one school ranks at the top with a rating of 100% and another school ranks at the bottom with 10%, and the mean percentage effectiveness of all schools is 50%, then it is obvious that, relatively one school has done very well and the other has done poorly. A school with an effective percentage of 44% is below the mean, but not so far as to cause some concern. Interpreted fairly, it is felt that the effectiveness ratios can be of benefit.

Although this was not done, the effects of a remedial program upon students placed into various pupil categories may serve as further insight at the various schools. A school which demonstrates greater gains for certain types of pupils, and significantly lower ones for other pupil types, needs to re-examine their materials and teaching methods.

Utilization of a pupil typology to evaluate change in student performance through programs, allows a fair comparison of results among the various schools or teachers employed in such programs. Although other



factors must be considered, a step closer to teacher accountability appears to be possible through the use of a pupil classification system coupled with performance changes, interpreted through the use of local norms.



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## REMEDIAL MATH GAIN SCORES FOR GRADES 4, 5, and 6



## 4TH GRADE COMPUTATION GAIN SCORES

Liuid	-	All IPS Title I		School													
Cla	Classifications		1	2	8	14	22.	26	27	38	41	42	63	74	87	112	z
j.	F/W/F	<b>4</b> 84	. 83	.60	1.40	1	1.30	}		.20		1	1	1.30	· !	.50	7
2.	F/W/M	<b>&lt;</b> 84	1.17	1.40	ł	1.50	.85	1.75	!	<b>.</b>	1	-		1.40	.30	.93	.2
э •	F/NW/F	<b>484</b>	.95	.75	1.90	1.90	-	1	.67	!	.70	2.30	!		!	09.	71
4.	F/NW/M	<b>684</b>	2,10	1		2.50	-	. 50	!	ı	2.63	90.		2.40	<b>!</b>	1	œ
5.	M/W/F	<b>4</b> 8 <b>4</b>	1.05	2.20	1.70		1.20	!	-	.65	-	<b>!</b>	!			10	9
•	M/W/M	<b>484</b>	.72	1.53	.60	1.23	.25		<b>¦</b>	.20	!	<b>!</b>		• 63	• 33		19
7.	M/NW/F	<b>&lt;84</b>	1.34	1.70	ł	1.60		1,35	1.20	-	•	1.40	0	2.10	1	06.	19
œ	M/NW/M	<b>484</b>	90.			<b>!</b>	1.10	-	<b>!</b>	_  -	1.05	1	.95	.60	1.60 -	<b>Q</b>	01
٠ •	F/W/F	- 1	1.18	2.20	1.30	1.50	-,40	!	<b>!</b>		-	1	<b>!</b>	 	1.30	-	വ
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14.	M/W/M	84-100	.30		:	1	1.10	1.00		50			<b>!</b>	1	. 25	l.40	. 01
15.	M/NW/F		1.21	:	!	-	1.00	!	!	-	. 83	1.40		2.00]	1.20	08.1	20
16.	M/NW/M	84-100	1.68	-		<b>!</b>	1	¦	-	-	1.80	2.15	.40	!	1.65	!	ω
17.	F/W/F	101-110		-	1	1	<b>!</b>	۱۰	!	-	1	·	1	1	!	!	!
18.	F/W/M	101-110	2.85	4.70	. <b>!</b>	l	[	1	!		  -		<b>!</b>		1.00		7
19.	F/NW/F	101-110	1		1	 	I.	  -	!	<b>'</b>			.!	<b>!</b>			!
20.	F/NW/M	101-110	·		<b>!</b>	1	-	<u> </u>	!		!	!	-	i	1		ļ ·
21.	M/W/F	101-110	1.80	1.70	1	 	ļ	<b> </b>	ŀ			!	<u> </u>		1.90		7
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23.	M/NW/F	101-110	ł		<b>!</b>	1	ŀ	! *	1	!		<b>!</b>	!	<b>!</b>	<b>!</b>		!
24.	M/MN/M	101-110	1	ł	<b>¦</b>		- - -  -	!	1	<b>!</b>		! !	<b>!</b>	<b>!</b>	<b>!</b>		!
25.	F/W/F	<b>×1</b> 10	<b>!</b>	¦	<b>!</b>	!	·¦.	!		!	!	<b>!</b>		!	!		!
26.	F/W/M	7110	<b>¦</b>	!	<b>!</b> .	!	  -		-   		I I.	 	<b>!</b>	¦.	<b>!</b>		!
28.	F/NW/F	<b>&gt;110</b>	!	1	1	ļ		1	1	!	!	  - 		!	<b>!</b>		!
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	<b>Pupil</b> Classifications	F/W/F	F/W/M	F/NW/F	F/NW/	M/W/F	W/M/W	M/NW/	M/WW/M	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/W/M	M/NW/F	M/NW/M	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/W/W	M/NW/F	M/NW/M	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	W/M/W	M/NW/F	M/MM/M
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# 4TH GRADE PROBLEM SOLVING GAIN SCORES

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## 5TH GRADE COMPUTATION GAIN SCORES

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	,	7	90	2.53.	1.80	ļ	15	2.25	1	1.40	¦	.40	!	ł	1.50	-	1	1	ł	2.10	ł	ł	1				ł	!	<b>¦</b>	<b>¦</b>	ļ	!	1	1
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		tons	<b>684</b>	<b>684</b>	<b>684</b>	(84	787	<b>684</b>	(84	(84	84-		- 1	84-	84-	84-100	84-10	84-	וסו	101	101	101	101	101	101	101				7110	×110	710	110	7110
	_	Classifications	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/W/W	M/NW/F	M/NW/M	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/M/W	M/NW/F	M/MM/W	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/W/W	M/NW/F	M/NN/M	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/M/W	M/NW/F	M/NW/M
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2.	F/W/M	<b>&lt;84</b>	1.17	1.83	1.75	1.30	.78	.93	ļ	.80	ļ	ł	ł	. 85	.70	1.50	22
ო	F/NW/F	<b>&lt;84</b>	1.18	0	1.80	1	.10	.70	90	ŀ	!	1.35	1.80	ł	ŀ	1.70	16
4.	F/NW/M	<b>684</b>	.62	ŀ	ł	ŀ	.80	90	.40	ł	.20	.10	1.00	ŀ	ł	ł	တ
5.	M/W/F	<b>484</b>	1.21	15	1.30	ŀ	1.70	.70	ł	2.00	ŀ		1	1.65	1.10	1.50	דו
•	M/W/M	484	1.11	1.75	.70	1.85	10	ł	0	1.22	ļ	!	1	1.03	90	ł	17
7.	M/NW/F	<b>4</b> 84	.34	ł	1.20	ł	l l	2.50	1.50	ł	0	.60	ł	90	ł	.10	ω
8	M/NW/M	<b>4</b> 84	96.	1.00	ł	1.50	ł	1.40	.77	ŀ	.80	1.60	1.40		ļ	.35	12
6	F/W/F	7	<u>-</u>	ł	ł	Ì	ł	ł		ľ	ļ	1	1	1.00	ł	ł	<b>-</b>
10.	F/W/M	84-100	•	3.27	1.10	. 20	80	20	ŀ	.15	ł		<b>!</b>	-70-	1.00	.40	~
11.	F/NW/F	- 1		1	ł		1	ŀ	ŀ	ł	0	.40	ł	.40	ŀ	.10	4
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13.	M/W/F	ı	۲.	3.50	<b>.</b>	ŀ	1,15	ł	ł	ł	<b>!</b>	. <u> </u>	ł	ł	ł	1.70	4
14.	M/W/M		•	ļ	.45	!	ŀ	ł	ł	. 53	Ì	i	ļ	.77	1	30	2
15.	M/NW/F	84-100	. 89	1.	ł	i	ł	ł	ł		.60	.70	<b>!</b>	ł	ł	2.10	-
16.	M/NW/M	84-100	•	ł	ł	!	ł	!	ł	• 60	ŀ	1.05	.50	}	ł	1.40	ø
17.	F/W/F	ᅼ	- - 0	!	ł	į	ł	ł	!	ŧ	ŀ	ì	i	ł	!	ŀ	1
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26.	F/W/M	<b>&gt;</b> 110	2.40	ł	ł	ł	ł	ł	ŀ	2.40	ł	ļ		!	! !	ŀ	-
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32.	M/NW/M	<b>&gt;110</b>	1	ł	ŀ	ł	ł	ł	ŀ	ŀ	<b>!</b> .	<u> </u>	ŀ	¦	ł	<b>!</b>	 
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# 5TH GRADE PROBLEM SOLVING GAIN SCORES

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	74	.90	.30	!	!	.40	1.45	.75	1	2.50	1.10	3.00	!		.77	1	!	ì		.1	!	-	1	į	!	ł	ł	ł	ł	1	ł	1	ŀ
	63	+	ł	1.10	.93	ł	.	ł	1.40	-	}	!	.32	ŀ	ł	ł	.50	ľ	ł	ł	ł	1	i	ľ	1	ł	1	ŀ	ł	ł	l L	1	1
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	38	1.70	1.80	!	!	1.05	1.00	1	1	!	1.15		1	1	1.43	1	2.00	1	-1.10	1	!	!	!	I.	ŀ	!	.30	ł	!	1	1	!	1
	27	65		.30	1.30	!	2.00	20	.40	!	!	ŀ	1.20	1	1	1	1	ł	1	1	!	!	!	ŀ	ļ	!	1	ŀ	!	ł	1	1	!
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	22	+	.52	.30	40	1.10	.90	1	ł	ł	.33	ł	1	1.15	ł	1	ł	1	1	1	!	1	1	1	. <b>I</b>	ł	ŀ	ŀ	ł	1	:	1	1
	14	+	1.47	ł	1	1	.60	1	1.50	ŀ	1.30	!	ł	ł	ł	ł	ł	ŀ	ł	1	1	1	1	ŀ	ł	-	<b>!</b>	ŀ	1	ł	ı	1	1
	8	1.10	.20	10	1	.30	1.00	1.40	ł	ł	1.10	!	ł	ł	.50	ł	ł	1	1	!	1	ŀ	1	ł	1	ł	ŀ	ŀ	ł	ł	1	1	1
	2	1.53	.83	1.40	1	60	2.10		1.40	ŀ	2.27	!	1	1.30	ł	ł	1	ł	1.30	1	1	1	1	1	1	ł	1	ł	1	ł	ļ	1	1
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	cions	<b>484</b>	<b>6</b> 84	<b>484</b>	<b>484</b>	<b>684</b>	<b>684</b>	<b>484</b>	<b>6</b> 84	84-	84-	84-100	84-	84-	84-	84-	84-	101	101	101	101	101	101	101	101	110	110	<b>110</b>	710	<b>&gt;110</b>	7110	7110	<b>&gt;110</b>
Pupil	Classifications	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/W/M	M/NW/F	M/MN/W	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/W/M	M/NW/F	M/WW/M	E/W/F	E/W/W	F/NW/F	F/NW/M	M/W/F	M/W/M	M/NW/F	5			F/NW/F		M/W/F			M/NIW/M
Pupil	Clas	1.	2.	د	4.	•	•	•	<b>ω</b>			•		•	•		•	•	18.	•	•	•	•	•	•	•	•	•	•	•		•	32.



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<b>684</b>	1.12	1.67	.95	.87	. 88	.37	1	1.60	ŧ		1	1.15	1.20	2.30	22
<b>684</b>	1.09	1.10	90	ŀ	. 70	. 83	.75			1.45	1.50	·I	!	1.28	<b>1</b> 6
<b>684</b>	.76	ł	ŀ	!	.40	.10	1.50		. 85	20	1.10		(	1 6	ا س
<b>6</b> 84	.98		1.10	ł	2.30	.10	1	1.65	Į,			1.30	.50	1.30	11
<b>&lt;84</b>	1.14	2.05	8	1.10	1-10	<b>¦</b>	.60	1.14	!	<b>!</b>	1	.98	1.00		17
<b>684</b>	.56	1	1.70	ł		2.70	1.00	!	.50	.80		1.25	!	.70	Φ :
<b>4</b> 84	1.21	1.30		1.50		1.50	1.07	1	1.15	2.10	1.60	1	1	.50	12
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84-100	.93	i.80	.80	1.00	.93	40	1	.98	ł		<b>!</b>	.40	20	1.05	17
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84-100	1.07	-	.80	-	!	¦		1.30	1		1.	1.03	1	1.05	10
84-100	1.10	1	<b>!</b>	ļ	¦	<b>!</b>		1	1.60	.80	1			2.10	_
2	1.08		1		!	!	1	1.15	1	1.00	.80	1	1	1.40	9
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## 6TH GRADE COMPUTATION GAIN SCORES

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, ,	lons	<b>6</b> 84	<b>6</b> 84	<b>6</b> 84	<b>6</b> 84	<b>6</b> 84	<b>6</b> 84	<b>(</b> 84	<b>(</b> 84	84-1	84-1	84-1	84-1	84-100	84-1	84-1	84-1	~	~	101-	101-1	101-	101-	101-	101	<b>&gt;110</b>	<b>&gt;110</b>	7110	7110	7110	7110	7110	סוול	> + + .
Pupil	rıcat	F/W/F	W/W	NW/F	NW/W	W/F	M/W/M	M/NW/F	M/WW/M	F/W/F	F/W/M	F/NW/F	F/NW/M	M/W/F	M/W/M	M/NW/F	M/NW/M	W/F	F/W/M	/NW/F	/NW/W	M/W/F	M/W/	M/NW/F	M/NW/M	F/W/F	M/M	NW/F	F/NW/M	M/W/F		Œ	•	
Pupil	assı	F/	F/	F/	F/	M	×	×	X	F/									Ei ·	<u>[</u>	<u> </u>	Σ	Σ	_		드	E			_	_	_		
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# 6TH GRADE PROBLEM SOLVING GAIN SCORES

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## APPENDIX 2

REMEDIAL READING GAIN SCORES

FOR GRADES 2, 3, 4, 5, AND 6



## 2ND GRADE WORD KNOWLEDGE GAIN SCORES

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## 3RD GRADE READING GAIN SCORES

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# 4TH GRADE WORD KNOWLEDGE GAIN SCORES

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## 5TH GRADE READING GAIN SCORES

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# 6TH GRADE WORD KNOWLEDGE GAIN SCORES

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10.	F/W/M	84-100	.54		ł	2.30	. 05		<b>!</b>	-		.60		.27	!	ŀ		- 1
11.	F/NW/F	84-100	. 56	<b>!</b>	1	ł	1	] :		<b>!</b>				13			1.15	•
12.	F/NW/M	7	.28	<b>!</b>	ľ	!	<b>.</b>	!		1		1 1		<b>!</b>	! !		<b>!</b>	4.
13.	M/W/F	- 1	90		ł	ł	ļ	!	!	ŀ		90		<b>!</b>	ļ		6	٦ (
14.	M/W/W	-10	1.58	ł	1	2.10			!			1.82		l.		1	0.70	ω.
15.	M/NW/F		.65	<b>!</b>	ł	. 20	!	!	!	1 1,	-						2	4,
16.	M/WW/M	84-100	.03			!		!	1	ļ		08.		. 35	ŀ			، م
17.	F/W/F	1-110	3.03		!	!	<b>!</b>		<b>!</b>			3.55		2.00			<b>!</b>	η,
18.	F/W/E	101-110-	.2	!		!	<b>!</b>	1	1			1.20		<b>!</b>	! !		-   -  ,	<b>⊣</b> .
19.	F/NW/F	101-110	ł	!		!	¦	1	1			ł		¦	ļ			•
20.	F/NW/M	101-110	2.40		İ	1	!			1		1		<b>!</b> .	ł		<b>¦</b>	٦ (
21.	M/W/F	101-110	2.90		Ì		!	1		1		2.90		<b>5</b>	i		!	N (
	M/W/M	-110	2.70				1	!		1 1		2.70		¦	i		<b>!</b>	7
23.	M/NW/F	101-110	!		ł	! !	1	!		1				1	ļ	! !	!	-
	M/WW/M	101-110	.70		ĺ	1	1		¦					ļ	i i .	! !	! !	4
25.	F/W/F	<b>&gt;110</b>	<b>!</b>		1	<b>!</b>	!		ł	1		<b>!</b>		; ;	l I		! !	ŀ
26.	F/W/M	<b>≯</b> 110			1	1	<b>¦</b>	<b>r</b> 	<b>!</b>	1		Ļ		   		I I	!	l I
27.	F/NW/F	<b>×1</b> 10	ļ		1	ł	<b>!</b>		1	1		ľ		¦		! !	!	ŀ
28.	F/NW/M	×110	<b>!</b>	<b>!</b>	ŀ	!	1	ļ	1	•		I I,		ł	!			l
29.	M/W/F	<b>&gt;110</b>	<b>!</b>	ŀ	!	!	!	¦		1		1		<b>¦</b>		ļ		
	M/W/W	<b>&gt;1</b> 10	1	!	1	i	<b>¦</b>	<b>¦</b>		1		1		1		١.	•	
31.	M/NW/F	7110	1		1		ł	1	!		1	·		1: 1	! <b>!</b>		! (	,
32,	M/NW/M	<b>&gt;1</b> 10	1.50		ł	-	ł	1	i	!	1	. <b>1</b> 1		1	<b>!</b>	<u> </u>	1.50	<b>-</b>
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(42)

## 6TH GRADE TOTAL GAIN SCORES

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P	Pupi.	٦.	_	Title I					1			. !	1		1	(	•	•	1
U	las	Classification		Schools	7	4	14	22	27	4	42	45	47	63	74	87	112	114	2
[ <del>-</del>		F/W/F	<b>484</b>	.85	1.	1	1.40	1.10	1	1	1	1	1	!	.40	1	;	.70	9
7	•	F/W/M	<b>484</b>	1.95	1	1	1	1.30	1	1	1	1	7.60	¦	1	1	1	1	~
m	•	F/NW/F	<b>&lt;84</b>	.87	1	1	1	1.35	1	1	1	.50	1	09.	1	1	1	.80	9
4	•	F/NW/M	<b>&lt;</b> 84	.92	1	1	1	  - 	1	1	1	. 70	1	2.00	1	1	1	1	9
S	•	M/W/F	<b>4</b> 84	06.	1	1	1	8.	!	1	1	1	1	1	1	1	1	1	٠
9	•	M/W/W	<b>684</b>	1.57	1	1	1	1.54	1	1	1	1	1.90	1	1.30	1	1	30	12
_		M/NW/F	<b>&lt;</b> 84	.60	1	¦	1	1	1	!	1	1	1	. 20	!	<b>!</b> .	1	1.00	N .
Φ)	•	M/WN/M	<b>6</b> 84	-,10	1	¦	1	.10	1	1	1	05	ł	40	1	1 .	1	1	4
Q	•	F/W/F.	84-100	1.00	1	1	1	1.20	1	1:	1	1	1.33	!	40	ŗ	‡ 1	1	9
_	0	F/W/M	1	.64	1	.1	. 70	.35	1	1	1	1	1.60	† 	.50	1	1	1	<u>'</u>
_		F/NW/F		.73	1	1	,1	1	1	1	1	.60	1	1	.47	 	1	1.25	7
ר		F/NW/M	84-	.23	1	:	1	1	1	1	1	.27	1.	.10	1	1	1	1	4
_	٠.	M/W/F	84-1	1.40	1	¦	1	1	1	1	1	-	1.40	1	1	1	1	1 (	<b>-</b> 1 (
		M/W/W	84-100	1.20	1	1	96.	1	!	1	1	1	1.40	1,	1	1	1	8	ω ·
	٠.	M/NW/F	84-100	.18	1	1	- 80		1	1	İ	0	1	¦	1	1 1,	1,	.75	4
	16.	M/WW/M	-10	.13	.1	1	1	1	1	1	1	.30	.10	10	30	1	!	<b> </b>	9
		F/W/F	-11	0 2.03	1	1	1	1 1	1	1	1.	1	2.25	1	1.60	1	!	1	m ,
		F/W/M	-11		1	1	1	1	1	1	1	1	1.20	1	1	1	1	1	<b>-</b>
_		F/NW/F	-11		1	1	1	1	1	1	1.	1	1	1	1	1	1	1	'
N		F/NW/M	-11	~	1	1	!	1	1	1	1	1.10	1	1	1	1	1	1	٠ (
N		M/W/F	101-110	2.35	1	1	1	1	1	1	1	1	2.35	1	1	1	1	1	7
~		M/W/M	-11	-	· [	1	1	1	1	1	1	1	1.85	1	1	1	İ	1	7
~		M/NW/F	-11	¦ 0	1.	1	1	1	1	1	1	1	1	1 0	1	1	1	1	1 '
"~		M/NN/W	1-11	.50	1	!	ţ	1	¦	1	i (s)	, <u>1</u>	1	. 20	! !	1.	!	!	-
•4		F/W/F	<b>&gt;110</b>	1	1	1.	1	1	1	1	1	1	1	1	¦	ļ	1	!	1
.7	•	F/W/M	<b>&gt;110</b>	1	1	1	1	1	1	1	1	1	;	1 1	1	1	1	ľ	1
"~	7.	F/NW/F	<b>&gt;110</b>	1 1'	1	1	1	1	1	1	1	1	¦	1	1	1	!	<b>¦</b>	1
•4	38.	F/NW/M	<b>&gt;110</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ļ	 
•4	<u>.</u>	M/W/F	<b>&gt;110</b>	1	1	1	1	1	1	1	1	1	1	1 1	Ì	1	1	!	! !
•••	30.	M/W/M	>110	1	1	1	1	1	1	1	ľ	1	1	1	!	1	1	!	1
**,	31.	M/NW/F	<b>&gt;110</b>	1	1	1	1	1	1	1	1	1	1	1	!	1	1	1	1 '
•19	32.	M/NW/M		.50	1	1	1	1	¦	1	1	1	.1	1	1	1.	1	.50	-
1																			

(43)